

1983

The Effect of Viewing Art Slides on Teacher Achievement Scores.

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THE EFFECT OF VIEWING ART SLIDES ON TEACHER ACHIEVEMENT
SCORES

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THE EFFECT OF VIEWING ART SLIDES
ON TEACHER ACHIEVEMENT SCORES

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Interdepartmental Program of Education

by

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ABSTRACT

In 1939, the American Council on Education administered the first National Teacher Examination to senior level students. The National Teacher Examination consisted of two parts: a Common Examination and a Teaching Area Examination. In 1950, responsibility for the NTE testing was transferred to the Educational Testing Service in Princeton, New Jersey. The Literature and Fine Arts subdivision on the Core Battery test of the NTE has assumed a greater importance than the same area on the old Common Examination.

The study was to determine if there was a significant difference in the Fine Arts scores on the National Teacher Examination of subjects utilizing a media software program and in the Fine Arts scores of subjects not utilizing the program. All subjects attended Nicholls State University in Thibodaux, Louisiana.

The experimental group, comprised of twenty-two subjects, was shown one hundred of the most frequently reproduced paintings prior to the Core Battery in November 1982. The control group comprised of seventy-three subjects

did not receive this treatment. Results of scores of the seventeen Fine Arts items were provided by ETS. A paired t-test was used to test for significance at 0.05 level.

An analysis of the data revealed that $t = 0.63$. Since 0.63 is less than 2.12, the sample evidence leads to the acceptance of the null hypothesis that the difference is not at a significant level of 0.05. It is concluded that there is no difference in the ability of examinees shown visual stimuli in Fine Arts prior to the Core Battery Test to identify art items between the control and the experimental groups.

An analysis of the data revealed that the sample evidence leads to the acceptance that the data were not statistically significant. There was no statistical difference in the ability of examinees to identify Fine Arts-Visual Stimuli items on the Core Battery.

CHAPTER ONE

Introduction

The teaching profession has evolved through the ages from preliterate societies to modern societies. Teaching was a time-honored profession, and the selection criteria of local personnel were the only qualification necessary for employment. During the nineteenth century, educators in the United States established normal schools to educate their teachers. Later, universities developed education departments to help prepare teachers for their profession. The contemporary method of teacher preparation includes attending a four-year institution of higher learning, receiving a baccalaureate degree as an education major, securing employment and then proceeding to teach in an elementary or secondary public school.

In 1939, the American Council on Education administered the first National Teacher Examination to senior level students. The National Teacher Examination consisted of two parts: a Common Examination and a Teaching Area Examination. In 1950, responsibility for the NTE testing was transferred to the Educational Testing Service in Princeton, New Jersey (Quirk, Witten and Weinberg, 1973).

New test items are substituted for old items on the Common Examination and the forms are statistically equated

to the 1940 college seniors' test scores from one form to another. This equating allows an analysis of the test scores for forty years of score comparisons from one form to another and various administration dates. The Common Examination was devised to measure two areas: Professional Education and General Education. The original subtests in General Education were the following: Written English Expression; Social Studies, Literature and Fine Arts; Science; and Mathematics (Quirk, Witten and Weinberg, 1973).

The NTE was given on a voluntary basis and was not a prerequisite to certification in the various states until 1945, when the state of South Carolina took the bold step to use the NTE scores as an element for certification. In 1969, South Carolina required applicants to achieve a score of 975 on the NTE for certification. Many teachers, mostly blacks, were unable to achieve that minimal score and, in 1972, the South Carolina Education Association issued a statement advising the State Superintendent that a suit would be filed charging discrimination against black students by the use of the NTE scores as a determinant for employment. In 1975, a class action suit was filed against the state of South Carolina charging that the use of the NTE scores as a hiring element discriminated against black students and thereby violated the equal protection clause of the Fourteenth Amendment (McDaniel, 1977).

Some states were slowly beginning to use the NTE scores as a factor in state certification of teachers, while others developed statewide tests for teacher assessment. In a special session in 1977, the Louisiana Legislature passed Act No. 16, which required the use of NTE minimum scores and mandated that, as of 15 September 1978, education majors "must pass an examination in English proficiency, and pedagogical knowledge in the area(s) of specialization as a prerequisite to the granting of a teaching certificate." (Ferguson, 1971: 186). Prior to this time, teacher candidates at Louisiana universities took the NTE on a voluntary basis. The passing level score of 534 on the Common Examination was determined by using the previous year's average score minus two standard deviation units below the mean for all majors except English, which required one standard deviation unit below the mean (National Teacher Examination, 1978). Provisional certificates were issued to students who scored within 10% of the minimum score in Louisiana.

In February 1979, a headline in the Morning Advocate concerning the first NTE scores compiled in August 1978 for Louisiana students read, "Only 52.8% of Louisiana Students Passed First Round Teacher Tests." (Pursnell, 1979: 1). In terms of race, the passing score at the white public universities ranged from 82% to 45%; at black universities it ranged from 17% to 2% (Pursnell, 1979). The scores the second time around were slightly better.

As a result of low achievement scores, educators at some of the universities in Louisiana became NTE conscious and began to try to improve the NTE scores of test takers on the Common Examination. Educators at Southern University Agricultural and Mechanical College in Baton Rouge, Grambling State University in Grambling, and Nicholls State University in Thibodaux found their test takers' scores at the lower end of the State's NTE range of scores. Personnel at Nicholls State University developed a humanities course to help improve scores and Southern University Agriculture and Mechanical College instituted a course to develop skills in test taking as a means of improving NTE scores. Both universities have been able to raise NTE scores since the introduction of these courses into their curriculum. The mean NTE scores for the period 1979 to 1981 at Southeastern Louisiana University in Hammond has ranged from 30% to 70%, considerably lower than the passing NTE score means for several other Louisiana universities. The University of Southwestern Louisiana in Lafayette has approved the addition of a humanities course for the education curriculum in an attempt to improve NTE scores of test takers. These universities are attempting to improve test takers' scores on the NTE by implementing curriculum changes.

The NTE scores of students at Nicholls State University, the University of Southwestern Louisiana, and

Southeastern Louisiana University have been consistently lower than the mean NTE scores of students in Louisiana for the period 1979-1981. These three universities serve students from rural areas of Louisiana. The NTE scores of students from the University of New Orleans in New Orleans, Louisiana State University Agricultural and Mechanical College in Baton Rouge, Louisiana State University Agricultural and Mechanical College in Shreveport, St. Mary's Dominican College in New Orleans, and Tulane University in New Orleans, Louisiana have been consistently higher than the mean NTE scores for the period 1979-1981. These five universities are located in large urban areas and serve students from the respective urban area and other countries.

Deficiencies in the NTE scores of test takers seem to be a particular problem for universities serving rural areas of Louisiana. Overall scores of test takers on the Common Examination are lower for universities located in the rural areas than the NTE scores of students for universities located in urban areas of Louisiana. The Literature and Fine Arts section of the Core Battery Tests accounts for 25% of the test of General Knowledge. These scores are consistently lower in rural areas in Louisiana. This deficiency will serve as the target of this study. Nicholls State University, which serves primarily from students rural parishes in south Louisiana, will be the test site for

this study of a Fine Arts slide presentation and the effect on NTE scores.

The Literature and Fine Arts subdivision on the Core Battery test of the NTE has assumed a greater importance than the same area on the old Common Examination. Fine Arts items have increased from 14 percent to 49 percent on the new test in November 1982 (Cloverdale, 1982).

Hypothesis

There is no significant difference in the Fine Arts scores on the National Teacher Examination of subjects utilizing a selective software program in Fine Arts and of those Fine Arts scores of subjects not utilizing the program.

Definitions

AMERICAN COUNCIL ON EDUCATION - The ACE was founded in 1918 for the purpose of advancing education. The ACE publishes Higher Education and National Affairs and Educational Record and is located in Washington, D. C. The ACD originally composed and administered the NTE for the period 1939 to 1950 (Akey, 1981).

COMMON EXAMINATION - A part of the National Teacher Examination that consisted of the areas of General Education and Professional Education. The Common Examination was intended to measure broad information areas and all students were required to take this part of the NTE.

COMPOSITE NATIONAL TEACHER EXAMINATION SCORE - A total score of the Teaching Area Examination score and the Weighted Common Examination Total score.

CORE BATTERY TESTS - A Core Battery consisting of three tests: Communication Skills, General Knowledge and Professional Knowledge. Two hours for each test are provided and a subject can select any combination of the three tests beginning in November 1982.

EDUCATIONAL TESTING SERVICE - The ETS was founded in 1947 to provide test assessments on a national level. The ETS is located in Princeton, New Jersey, and has administered the National Teacher Examination for the period 1950 to 1982. The ETS publishes ETS Developments and ETS Findings (Akey, 1981).

GENERAL EDUCATION - Four subtests were involved in this portion of the National Teacher Examination to assess achievement. The subtest areas for the period 1939 to August 1982 were as follows: Written English Expression; Social Studies, Literature and Fine Arts; Science; and Mathematics.

NATIONAL EDUCATION ASSOCIATION - The NEA was formerly called the National Teachers Association. The organization was founded in 1857 and is located in Washington, DC. The NEA publishes The Reporter, Today's Education and a Handbook (Akey, 1981).

THE NATIONAL TEACHER EXAMINATION - An examination available on three test dates per year and administered by ETS. The scores are used as an element of evaluation, teacher certification, job retention or promotion in twenty-seven states.

TEACHING AREA EXAMINATIONS - There were twenty-six subject-area examinations on the NTE; the equation for data analysis from form to form began in February 1964. The title of TAE has been changed to Specialty Area Examination.

WEIGHTED COMMON EXAMINATION TOTAL - The WCET of scores from the Professional Education and General Education areas of the NTE Common Examination. WCET scores from 1940 to August 1982, may be used in data analysis for interpretation of various scores in different years of administration.

Delimitations

1. All subjects have attended Nicholls State University.
2. All subjects have studied education.
3. All subjects participated in the Core Battery tests in November 1982.
4. The College of Education at Nicholls State University helped to identify the subjects for this study.

Assumptions

1. There were no statistically significant pre-existing differences in Fine Arts knowledge of subjects utilizing the software program.
2. There were no statistically significant pre-existing differences in Fine Arts knowledge of subjects not utilizing the software program.

Significance of the Study

Most public bodies periodically review programs and activities; this research has provided insight into the merits and techniques involved in further development and use of software media preparation programs.

In addition, this report has provided area emphasis to the efforts of professional persons serving in academic capacities and has helped develop strategies to better involve and coordinate the interaction of curriculum changes, academic professionals and interested lay persons.

CHAPTER TWO

Review of Related Literature

Many educators of national reputation contributed to developing the NTE in the 1939 infancy period. The American Council of Education created the National Committee on Teacher Examinations to state objectives for a National Teacher Examination and from 1939 to 1950, the American Council on Education administered the National Teacher Examination.

Case Studies

The NTE was designed to include the following topics: knowledge of contemporary affairs, understanding and use of the English language, reasoning ability, understanding points of views and methods of professional education, mastery of subject matter, and general cultural information (Crissy, 1942).

Seagoe (1949) studied correlation between the WCET and the qualifying examinations for candidacy of the doctorate program at the University of California in Los Angeles. The correlations were .78 and .26 during 1942-1945.

Shea (1955) studied correlations between several predictors of success at Worcester State Teachers College. Undergraduate GPA had the highest correlation (.50) with the

criteria of teaching success. The dates during which the NTE were taken are not provided; however, this study needs to be interpreted with caution because subtest scores have never been equated.

Capps and DeCosta (1957) examined the relationship between scores earned on the NTE, Graduate Record Examination and undergraduate grade-point average between 1948-1954. The Advanced Education Test of the Graduate Record Examination, NTE Common Examinations Total Score, and undergraduate GPA were the order of predictors for school success. The correlations ranged from .42-.59.

McCamey (1958) correlated the NTE scores of the 1957 graduates of the University of Hawaii Teachers College with academic records. The NTE Professional Information subtest and the NTE Education in the Elementary School TAE were correlated with a reported correlation of .63. These correlations should be interpreted with caution because the various forms of the Professional Information subtest of the Common Examinations have never been equated.

Simpson (1962) compared NTE scores, WCET scores and personal characteristics for candidates in Georgia who took the NTE in 1960. These comparisons should be viewed with caution because TAE scores were not equated from form to form until 1964.

Pitcher (1962) correlated NTE scores, WCET scores and GPA for college seniors from eleven universities during

1959-1961. The average correlation between WCET and GPA was .57.

Johnson (1963) correlated NTE scores with GRE scores for graduate students at the University of Houston between 1945-1961. The correlation between WCET scores and the GRE was .77 and .51 respectively with the GRE Advanced Test in Education.

Thacker (1964) studied the correlations between the NTE scores and undergraduate GPA (.48); general education GPA (.52); and major field GPA (.35). There was a low correlation between the NTE score and principals' rating (.18).

Mills and Hemphill (1965) conducted a longitudinal study in South Carolina on scores of teachers who were tested and then retested after years of continuous teaching service. A group of 1953 teacher graduates and another group of 1959 teacher graduates were identified. An NTE reexamination of both groups was made in 1964. The results indicated that the reexamination scores of teachers were higher than the original scores of the same teachers.

Eissey (1967) studied the ratings of students from Florida State University during 1960-1961 who took the NTE upon graduation. The results indicated a low correlation (0.23) between undergraduate GPA and NTE scores.

Walberg (1967) studied students at Illinois Teachers College. Ratings by principals and field supervisors on ten

personal characteristics of teaching were low correlations of less than .10.

Carson (1969) studied probationary teachers in Texas who had taken the NTE between 1957-1968. The WCET as a predictor of success with the 12-week Principal Rating had very low correlation values (-.03-.16).

Quirk, Witten and Weinberg (1973) of the Educational Testing Service reviewed the major and minor studies of predictive validity of the NTE. The areas of NTE misuse of test scores were explored and the predominant finding is that some authors compared a mixed group of TAE scores against a control group. Subject matter in different area specialties are never comparable.

Medley and Quirk (1974) studied five hundred randomly selected black and white participants to determine if the National Teacher Examination was racially biased. Two forms of the Examination were constructed in equal thirds with a total of sixty items: black culture, nonblack culture and traditional culture were the component areas. Black candidates scored more than four points higher on the test of black items than white candidates scored. Black candidates scored eleven points lower on traditional items than white candidates scored. The case findings concluded that designing an examination according to black cultural items would statistically increase the scores of black candidates by twenty-seven percent. The findings for candidates were

the same regardless of descriptive factors such as population density, regional geographical orientation and sex.

Andrews and others (1980) studied the scores of Louisiana students between 1975-1978 who had taken the NTE voluntarily. The study concludes that the NTE score is more accurate as a measure of subject-matter knowledge of secondary teachers than of elementary teachers.

Tarver and others (1980) surveyed the scores of subjects on the Common Examinations in Louisiana. The study of 1979 Louisiana's mean scores and national mean scores indicated remarkable parallels except in the area of Science and Mathematics. Louisiana's prospective teachers also experienced difficulty in the Social Studies, Literature and Fine Arts subdivision. The study concluded that no subdivision on the Common Examinations was significantly more difficult than any other subdivision on the Common Examination.

The researchers have shown that there is a positive correlation between use of the NTE scores and GPA. There does not seem to be any correlation between the NTE score and the grade earned as a student teacher.

Ortmeyer and Goldstein (1978) were able to improve short-term memory of Chinese-speaking students after a presentation of audio tapes and video tapes in two groups of students. The results of the study in teaching English as a

second language indicates that the audio method was superior for students who had scored high on a listening proficiency test. Examinees who were low and medium on the listening proficiency test scored at a lower level on the audio presentation and scored at a higher level on the video presentation.

Barkan (1966) stated that art education programs should include visual experiences with an emphasis on aesthetics and the analytic viewing of art. Clark (1972) indicated in his study that students at all grade levels are able to form visual concepts from their observation of art reproductions.

Gaitskell and Hurwitz (1975) indicated that visual sensibility in the area of art education is essential to an appreciation of art and that without accompanying visuals, instruction is impossible. According to Vidrine (1979), an examination of the literature in art has produced no studies which examined learned reactions to variations in the methods of presentation of art reproductions. Dwyer (1967) has indicated that certain modes of presentation of visuals other than art reproductions may impede the learning process.

Court Cases

Legal battles over the use of the NTE have been numerous. The first case involving the use of tests as an employment element was the U. S. Supreme Court's decision of

Griggs v. Duke Power Company in 1971. The Court determined that tests must "bear a demonstrable relationship to successful performance of the jobs for which they are used" (Sinowitz, 1976:108). An employee of the Duke Power Company had not been promoted because he was unable to pass the required written examination for the supervisory position. The Court determined that the employee was eligible for the promotion because the required examination was not related to the requirements of the position.

The NTE soon faced a legal challenge with Baker v. Columbus Municipal Separate School District. The Columbus School had arbitrarily set a minimum cut-off score for all teachers regardless of tenure. Sixty-five tenured black teachers were not rehired in 1969. The Federal Court ruled that Columbus School District had misused the NTE results. The Court found the use of NTE minimal scores without any investigation of the validity of the examination or cut-off scores as a selection for hirings and retentions of teachers was unconstitutional. All the nonretained blacks were reinstated.

The case of U. S. v. Nansemond County School Board concerned the County School District's requirement in 1972 that all new teachers submit NTE scores. The Federal District Court ruled that there was a reasonably necessary connection between the qualities tested and the requirements for the

job to be performed. However, in 1974, the Circuit Court of Appeals reversed the Federal District Court's decision.

In Davis v. Washington, the U.S. Supreme Court found that the plaintiffs' charge of racial discrimination by the use of the tests was unsubstantiated. Blacks, as a testing group, have scored less well on the NTE than whites have scored. The verdict established that multiple-choice test of judgment and competence did not discriminate on the basis of race and that the state of South Carolina had violated the Fourteenth Amendment.

In U.S. v. State of North Carolina, an invalidation was sought on the requirement that a minimum score of 950 be used for certifying teachers. The Federal Court ruled the statute as unconstitutional because the State had selected a score on a percentage basis which would exclude applicants. The ruling was significant because it indicated that North Carolina had the right to use tests and minimal scores.

In U. S. v. South Carolina, the United States Justice Department challenged the use of NTE scores for teacher certification. The Court ruled as constitutional the use of NTE as a salary determinant under Title VII of the 1964 Civil Rights Act. A validity study was conducted by the Educational Testing Service on the use of NTE for teacher certification in South Carolina. The Court found that the evidence for use of the NTE was constitutional. The 1977

test case was being closely followed by many school administrators.

In 1975, a national trend towards minimum competency standards for teachers gained momentum and in 1982, thirty-eight states were actively involved in forming academic guidelines for prospective teachers. Fifteen states require a satisfactory score to be attained on a test as a component of statewide certification (NTE News, 1982).

Several states began requiring NTE minimal scores as an element for teachers' certification. Louisiana followed the lead of Alabama, California, Mississippi, North Carolina and South Carolina in establishing a state minimum.

Act No. 16, of the Louisiana Special Session in 1977, issued a directive to the Louisiana State Department of Education to determine testing requirements for teacher certification. The NTE was selected and validated according to the same method used in South Carolina. The minimum score on the Common Examination was 534 and the composite score was set for the following subject areas:

Subject	Composite Score for Certification
Agriculture	1078
Biology and General Science	1154
Business Education	1178
Chemistry, Physics, and General Science	1114
Early Childhood Education	1100

Education in the Elementary School	1131
Education of the Mentally Retarded	1140
English Language and Literature	1052
French	1108
German	1091
Home Economics Education	1101
Mathematics	1202
Media Specialist - Library and Audio Visual	1148
Music Education	1120
Physical Education	1135
Social Studies	1149
Spanish	1124
Speech-Communication and Theatre	1126

A 534 Common Examination score is needed only in the areas of Art Education and Industrial Arts Education. These scores on the Common Examination and subject areas are the present requirements for teacher certification in Louisiana.

Profiles of various states reveal that Mississippi, North Carolina, Tennessee, West Virginia, Arkansas, Louisiana and Virginia use the NTE scores for evaluation and teacher certification; Alabama, Georgia, New York, Texas, Arizona, Florida and Oklahoma use state tests for evaluation and teacher certification. The state of South Carolina uses a combination of NTE/state tests to certify teachers (NTE News, 1982).

Structures of National Teacher Examination

I. National Teacher Examination

A. Common Examination - 1939 to August 1982; 195 minutes

1. Professional Education

- a. Psychological Foundations of Education
- b. Societal Foundations of Education
- c. Teaching Principles and Practices

2. General Education

- a. Written English Expression
- b. Social Studies, Literature and Fine Arts
- c. Science
- d. Mathematics

B. Teacher Area Examinations - Ended August 1982; 120 minutes

- 1. Agriculture
- 2. Art Education
- 3. Audiology
- 4. Biology and General Science
- 5. Business Education
- 6. Chemistry, Physics, and General Science
- 7. Early Childhood Education
- 8. Education in the Elementary School
- 9. Education of the Mentally Retarded
- 10. Educational Administration and Supervision
- 11. English Language and Literature
- 12. French
- 13. German
- 14. Guidance Counselor
- 15. Home Economics Education
- 16. Industrial Arts
- 17. Introduction to the Teaching of Reading
- 18. Mathematics
- 19. Media Specialist-Library and Audiovisual Services
- 20. Music Education
- 21. Physical Education
- 22. Reading Specialist
- 23. Social Studies
- 24. Spanish
- 25. Speech - Communication and Theatre
- 26. Speech Pathology

(Cloverdale, 1982)

II. National Teacher Examination

A. Core Battery

1. Professional Knowledge - 120 minutes
2. General Knowledge - 120 minutes
 - a. Literature and Fine Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
3. Communication Skills - 120 minutes
 - a. Writing - Essay
 - b. Listening
 - c. Reading
 - d. Writing - Usage and Sentence Correction

B. Specialty Area Examinations - Begins October 1982; 120 minutes

1. Agriculture
2. Art Education
3. Audiology
4. Biology and General Science
5. Business Education
6. Chemistry, Physics, and General Science
7. Early Childhood Education
8. Education in the Elementary School
9. Education of the Mentally Retarded
10. Educational Administration and Supervision
11. English Language and Literature
12. French
13. German
14. Guidance Counselor
15. Home Economics Education
16. Industrial Arts Education
17. Introduction to the Teaching of Reading
18. Mathematics
19. Media Specialist-Library and Audiovisual Services
20. Music Education
21. Physical Education
22. Reading Specialist
23. Social Studies
24. Spanish
25. Speech-Communication and Theatre
26. Speech Pathology

(Cloverdale, 1982)

Nationwide Developments

In 1980, the NTE Policy Council's Research and Development Committee made the decision to replace the Common Examination with the Core Battery tests, effective November 1982. Two stages were designed to accomplish this task: Stage one was a six-month process involving content and statistical validation issues and Stage two was a nationwide effort to gather knowledge from NTE users in implementing the new Core Battery tests. Survey forms were mailed to over three thousand NTE interested personnel; there was a fifty percent return rate. The bulk of respondents were from the South. A smaller percentage of school principals responded with the largest number being from rural areas. The results of the survey indicated favorable responses to the new changes. The data indicated that parents were in favor of raised competency standards. In 1981, an experimental pretesting program that involved nearly eight hundred institutions in forty-seven states was implemented. NTE sample items were devised for specific reasons: to explore administrative procedures for participants unfamiliar with writing essays; to program the level of test difficulty to be compatible with the knowledge level of seniors in education; to devise methods for locating poorly structured or inappropriate items; and to develop reliable statistical structuring for the subtest areas. A forty-minute slide program was constructed on the subject of

recent examination changes and was subsequently viewed to provide information to interested groups. The cost, in addition to the time and skills of examination developers, has been more than one million dollars (NTE News, 1982).

Twenty-three students, from New Orleans, Louisiana and Greensboro, North Carolina, met with staff NTE representatives to discuss content, procedures and recommendations for the examination twice during 1981. The students suggested the NTE placed an overemphasis on music and art in the Education in the Elementary area examination; that candidate options when undesirable conditions at the test center should be explored and then defined in future NTE publications; that NTE publications be enlarged to include additional sample questions; and that photobearing identification be used as a prerequisite for candidate admission to a test center (NTE News, 1982).

The Research and Development Committee of the NTE Policy Council has completed Stage one for the revision of the Common Examination and subsequent name change to the Core Battery tests. Stage two will focus on a test of classroom management. In 1982, there were twenty-six subject area examinations available. A new area, classroom management, is in the process of being developed and is expected to be completed in five years. The first phase of the program is to assimilate knowledge in this discipline

and to explore modules for measurement in this area. A classroom management area examination when operational, in addition to certifying teachers on the elementary and secondary level, may have the added advantage of applicability in regard to administrative needs. Stage three has the long-range objective of delineating the future form of the Professional Knowledge test. Papers by field experts have been solicited and have been commissioned in this stage (NTE News, 1982).

Statewide Developments

Ebarb (1982), research analyst on the House Committee on Education Staff for the Louisiana House of Representatives, has commented on the following legal actions in Louisiana:

Act No. 756 of 1977 required that 1) applicants shall have attained a minimum 2.20 grade-point average on a 4.0 scale as a condition for entrance into a teacher education program; 2) applicants shall have a 2.50 minimum grade-point average on a 4.0 scale at graduation prior to graduation from an approved school; 3) applicants shall have three hours of counseling outside a teacher education program prior to entry into a teacher education program.

Act No. 16 of 1977 required that applicants for teacher certification on or after September 15, 1978 pass a test as a prerequisite to granting a teaching certificate. The test established the use of the National Teacher Examination. Act No. 16 was a poorly written bill because if a large number of applicants had applied before September 15, 1978, the purpose of the bill would have been defeated. Fortunately, this flaw was not recognized by future applicants.

Act No. 645 of 1977 required that teacher certification be a valid indicator of minimum ability of the teacher to educate at the grade level and in the subject(s) to which the teaching assignment is stated.

Act No. 271 of 1979 provided that persons who failed to achieve the necessary "cutoff" score on the proficiency examination but who scored within 10 percent of such score on the examination could receive an emergency teaching permit which would allow them to teach for one year. Various requirements of this provision included a request for approval of such a permit by the local superintendent with his assurance that the person was available. This legislation also provided that the one-year period would not count toward tenure and was not renewable. The provisions of the legislation were to self-destruct after one year.

Act No. 565 of 1979 required teacher education programs to include the prevention of disruptive behavior and discipline in schools.

Act No. 816 of 1980 pertained to the emergency permit provision passed a year earlier and allowed a single renewal of such permit for an additional one-year period. This legislation also was to self-destruct at the end of one year.

Act No. 619 of 1981 required that all new teachers in Louisiana complete a proficiency examination as a prerequisite for certification. Prior to this legislation, teachers from other states who had been certified in those states came to Louisiana and were more or less automatically certified without the requirement of the examination. The legislation required that these teachers achieve the same cutoff score on the NTE as do new teachers.

Act No. 677 of 1981 related to the emergency teaching permit provision, this legislation allowed the renewal of such permit for one-year periods without limit; however, the legislation also contained a self-destruct clause to end its effect after the 1982 - 83 school year.

Representative Jesse Deen introduced legislation (HB 1121) which would have provided for the certification of persons who met all certification standards and who scored within ten percent of the cutoff score on the required proficiency examination; however, such persons could not be tenured or earn time toward tenure until they successfully completed the proficiency examination. This legislation was passed by the Louisiana legislature but was vetoed by Governor David Treen in 1981.

Representative Jesse Deen again introduced legislation in 1982 like that which was passed and vetoed during the previous year, but the legislation stalled during the legislative process and was not finally passed by the legislature.

A project headed by Dr. Linda Tarver, initiated by the College of Education at Northwestern State University in Natchitoches, Louisiana, has the cooperation of the Louisiana State Department of Education in Baton Rouge, Louisiana to conduct research on the relationship of NTE scores and teaching success in Louisiana. The timeline has been designated as four years and four phases for this statewide Louisiana research project. Phase one, completed in June 1982, was conducted by the Center for the Assessment of Teacher Proficiency and Performance.

A validation study of the Core Battery test is in progress by the Louisiana State Department of Education. The results of this study will be analyzed to set minimum achievement standards for the certification of students taking the National Teacher Examination in Louisiana.

CHAPTER THREE

Procedures of the Study

A software media presentation program in Fine Arts was composed of one hundred slides of the most frequently reproduced paintings in the world. This selection was determined by using the latest edition of Subject Guide to Books in Print. A list of English language survey books in art history which did not pertain to any specific style, culture, era or country was used to identify the art slides. Collations of the list of illustrations were made and one hundred of the most frequently reproduced art slides served as the nucleus of the software kit. The program contained a slide of the painting, the name of the artist and a study guide with a combination of a print and nonprint presentation when administered to the experimental group at Nicholls State University. Permission from that institution to conduct this research was obtained.

Subjects

There was a pilot study conducted of the effects on the subjects' sampling of art slides from the treatment program. A random selection of slides was utilized. A group of eleven subjects was selected with three descriptors similar to subjects of the pilot study: that of being residents of south Louisiana, that of being students at Nicholls State

south Louisiana, that of being students at Nicholls State University and that of being male and female students. The pretest in the pilot study consisted of name recognition for ten art slides from among twenty-five slides in the select group. The subjects in the study viewed a slide presentation of twenty-five slides and were posttested on ten slides from the group. Each slide used in the pilot study during pretest, sample treatment, and posttest conditions was viewed for fifteen seconds and the subjects listened to an accompanying descriptive tape.

Subjects for the study were ninety-five education majors attending Nicholls State University. The subjects from the available pool were randomly selected and randomly assigned to an experimental group and a control group. The result of a coin toss determined a subject's eligibility to participate in the experimental group or the control group. The result of a coin toss determined which group was designated as the experimental group and which as the control group.

Procedures

The subjects involved in the treatment viewed a ten-minute slide presentation of twenty-five art slides each week. This treatment of twenty-five different art slides a week occurred at the same time and on the same day of the week for the four weeks preceding the Core Battery. The same procedure was employed on the actual study as in the

pilot study. Subjects viewed each slide for fifteen seconds and listened to an accompanying tape naming the artist and title of the painting. No other descriptive information was provided aurally. A print study guide was used each week in connection with the audio-visual presentation. The print guide listed information identical to the audiotape. The appendices A, B, C, D, respectively, correspond to each week's study guide. The study guides were collected after the weekly treatment. This procedure was followed to minimize contamination of the effects of the treatment of the subjects.

Art slides were grouped according to the artist and multiple works of the same artist were shown during the same treatment period. None of the slides were repeated. All slides were two-inch by two-inch color commercial reproductions. The slides were selected and assembled from the Louisiana State Department Art Library's slide collection.

Experimental Group

The following descriptors and controls applied to the subjects in the experimental group in the study:

1. All subjects resided in a rural area of southern Louisiana.
2. All subjects attended Nicholls State University.
3. Females only were in the group.
4. All subjects majored in education.

5. All subjects were randomly assigned to the group from the available pool of designated subjects.
6. The experimental group was randomly selected.
7. All subjects participated in a treatment which consisted of four ten-minute slide-tape presentations. The weekly sessions were conducted on four Tuesday afternoons immediately preceding the NTE in November 1982. Twenty-five selected art slides were presented each week; slides were grouped according to the artist. All paintings by the same artist were shown in the same session.
8. All print and nonprint materials were collected after each weekly session; this minimized the chances of contamination.
9. Subjects were requested not to discuss the treatment with others; this minimized the chances of contamination.
10. The subjects in the group were administered the same form of the General Knowledge Examination in the NTE as the subjects in the control group in November 1982.

Control Group

The following descriptors and controls applied to the subjects in the control group in the study:

1. All subjects resided in a rural area of southern Louisiana.
2. All subjects attended Nicholls State University.
3. All subjects majored in education.
4. No subjects participated in the specified treatment or any treatment concerning the NTE.
5. All subjects were randomly assigned to the group from the available pool of designated subjects.
6. The control group was the result of random selection.
7. The number of subjects in the group was equal to the number of subjects in the experimental group.
8. The subjects participated in the same form of the General Examination in the NTE as the subjects in the experimental group in November 1982.

Design

The following model is the design for this study:

EXPERIMENTAL GROUP	R	X	O
CONTROL GROUP	R		O

X is the treatment

R is random selection

O is the posttest

This design satisfies the sources of internal validity. It also satisfies the external validity factor of the interaction of Testing and X.

Instruments

The instrument to test the treatment was the Literature and Fine Arts subdivision of the National Teacher Examination administered in November 1982. There were thirty-five multiple-choice items: eighteen items were in Literature and seventeen items were in Fine Arts in the designated subdivision. Each multiple-choice item had five options from which subjects selected the most appropriate response. The test was administered on the morning of November 13, 1982, at Nicholls State University, an ETS designated test center. The test conditions were supervised by local representatives of ETS and the testing environment was the same for all subjects participating in the study. The selected form of the NTE by ETS was the same for all subjects taking the NTE at Nicholls State University on November 13, 1982.

Data Analysis

Descriptive data on the seventeen Fine Arts items and groups in the NTE for Nicholls State University in the experimental group and the control group were supplied by ETS for the November 1982 test administration. An inferential statistical tool was utilized; a paired t-test was used

to test for significance at the 0.05 level of confidence for test items.

CHAPTER FOUR

Analysis of the Data

Educational Testing Service administered Form 51918 of the Core Battery Test of General Knowledge to ninety-five Nicholls State University students. This testing was the first administration of the Core Battery on a nationwide basis. Test results on the Fine Arts visual stimuli items were provided by the following divisions: experimental and control groups, percentage correct by groups, and mean test score of each group.

The Literature and Fine Arts section of the Test of General Knowledge has thirty-five items. The Fine Arts items were randomly scattered in the Test and all examinees had the same amount of time to participate in the Test. Seventeen items comprised the visual stimuli portion of the Test and five choices per item were available for responses. The five choices available on each item have no pattern for answers or test-taking strategy. All items carry equal weight with all other test items in the Test of General Knowledge.

Answer sheets will be examined by a machine-scoring process. The results will be sent to four designated recipients approximately six weeks after the test date. ETS

also sends reports of up to five previous scores since November 1977 test administration. Tests administered during the period beginning November 13, 1982, and ending October 1, 1988, will comprise the accumulation period for the Core Battery scores.

Data were released in two formats. Mean test scores for the experimental group and the control group were given. Also, percentages for correct responses for item-by-item analysis were provided. The second set of data was selected for analysis. A special computer program was written by ETS programmers to extricate the specific Fine Arts items and examinees' responses from the Core Battery Test. This program was further delayed by the fact that the Core Battery Test was being administered for the first time and also a new computer system had been installed at the Princeton, New Jersey, headquarters.

Table 1 is an NTE Item Summary Report for Nicholls State University examinees in the Control Group. Seventy-three examinees comprised this group and the scores provided indicate their responses on the five available choices for each of the seventeen items. An institutional percentage is given on the number of correct responses for each test item. A major category summary is provided indicating a mean test score of 11.12 achieved of a possible 17.0 score.

Table 2 is an NTE Item Summary Report for Nicholls State University examinees in the experimental group.

Twenty-two examinees comprised this group and the scores provided indicate their responses on the five available choices for each of the seventeen test items. An institutional percentage is given on the number of correct responses for each item. A major category summary is provided indicating a mean test score of 11.50 achieved of a possible 17.0 score.

Table 3 indicates the differences between the corresponding percentages of the experimental group and the control group, respectively. A positive 38.1% composite exists as a summation between the two group differences in percentages. This number divided by seventeen for the number of items yields a mean difference of 2.24.

Assumptions in regard to the data are that difference values are normally distributed and that the sample of difference is selected at random. The significance level was set with alpha equaling 0.05. The limit of the critical region for t with sixteen degrees of freedom is 2.12. The degrees of freedom were determined by $N - 1$, the letter N representing the number of items on this test and $df = 17 - 1 = 16$. The difference between the percentages correct by groups was analyzed on an item-by-item basis and a summation derived concerning the composite value.

Table 1

NTE Item Summary Report

Control Group

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 001 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	1	2	67	1	2	
Percent	0.0	1.4	2.7	91.8	1.4	2.7	91.8
Mean Score	0.0	11.00	7.50	11.37	4.00	10.00	
Item 002 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	0	2	8	4	0	59	
Percent	0.0	2.7	11.0	5.5	0.0	80.8	80.8
Mean Score	0.0	8.50	9.50	11.00	0.0	11.44	
Item 006 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	61	4	4	3	1	
Percent	0.0	83.6	5.5	5.5	4.1	1.4	83.6
Mean Score	0.0	11.25	10.75	12.00	10.33	4.00	
Item 007 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	0	3	9	6	10	45	
Percent	0.0	4.1	12.3	8.2	13.7	61.6	61.6
Mean Score	0.0	7.33	10.00	9.67	10.60	11.91	
Item 009 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	7	4	45	14	3	
Percent	0.0	9.6	5.5	61.6	19.2	4.1	61.6
Mean Score	0.0	9.14	8.00	12.29	9.36	10.67	
Item 010 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	17	6	0	45	5	
Percent	0.0	23.3	8.2	0.0	61.6	6.8	61.6
Mean Score	0.0	9.65	11.83	0.0	11.84	8.80	
Item 014 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	45	5	14	6	3	
Percent	0.0	61.6	6.8	19.2	8.2	4.1	61.6
Mean Score	0.0	12.07	10.40	9.43	9.17	10.00	

Table 1 (continued)

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 015 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	4	12	8	46	3	
Percent	0.0	5.5	16.4	11.0	63.0	4.1	63.0
Mean Score	0.0	11.75	9.17	9.88	11.70	12.67	
Item 017 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	0	4	26	39	4	
Percent	0.0	0.0	5.5	35.6	53.4	5.5	53.4
Mean Score	0.0	0.00	7.75	10.77	11.95	8.75	
Item 023 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	1	35	7	19	2	9	
Percent	1.4	47.9	9.6	26.0	2.7	12.3	47.9
Mean Score	7.00	12.74	10.14	9.16	12.00	10.00	
Item 024 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	1	1	1	67	0	3	
Percent	1.4	1.4	1.4	91.8	0.0	4.1	91.8
Mean Score	7.00	8.00	12.00	11.30	0.0	9.33	
Item 025 (Test Book Section 03)							
	Omit	A	B*	C	D	E	Inst
# Responding	1	10	24	5	25	7	
Percent	1.4	13.7	34.2	6.8	34.2	9.6	34.2
Mean Score	7.00	11.20	12.00	7.20	11.52	9.86	
Item 028 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	1	16	1	4	46	5	
Percent	1.4	21.9	1.4	5.5	63.0	6.8	63.0
Mean Score	7.00	8.81	7.00	11.75	12.11	10.60	
Item 030 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	1	2	6	6	2	56	
Percent	1.4	2.7	8.2	8.2	2.7	76.7	76.7
Mean Score	7.00	10.50	10.17	9.17	8.00	11.64	
Item 031 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	1	57	3	5	2	5	
Percent	1.4	78.1	4.1	6.8	2.7	6.8	78.1
Mean Score	7.00	11.84	8.33	9.60	10.00	7.40	

Table 1 (continued)

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 032 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	1	3.0	25	37	6	1	
Percent	1.4	4.1	34.2	50.7	8.2	1.4	50.7
Mean Score	7.00	5.33	10.68	12.22	10.33	8.00	
Item 033 (Test Book Section 03)							
	Omit	A	B*	C	D	E	Inst
# Responding	1.	11	37	6	16	2	
Percent	1.4	15.1	50.7	8.2	21.9	2.7	50.7
Mean Score	7.00	10.64	12.62	9.83	9.13	8.00	
Major Category Score Summary							
				-----By Group-----			
				Inst			
Fine Arts - Visual Stimuli							
Mean Test Score				11.12			
17 Items				Number of Examinees 73			

*denotes item answer

Table 2

NTE Item Summary Report

Experimental Group

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 001 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	2	0	20	0	0	
Percent	0.0	9.1	0.0	90.9	0.0	0.0	90.9
Mean Score	0.0	8.00	0.00	11.85	0.00	0.00	
Item 002 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	0	1	3	1	0	17	
Percent	0.0	4.5	13.6	4.5	0.0	77.3	77.3
Mean Score	0.0	13.00	7.67	9.00	0.0	12.24	
Item 006 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	14	2	3	2	1	
Percent	0.0	63.6	9.1	13.6	9.1	4.5	63.6
Mean Score	0.0	12.21	9.50	10.00	12.00	9.00	
Item 007 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	0	0	3	2	1	16	
Percent	0.0	0.0	13.6	9.1	4.5	72.7	72.7
Mean Score	0.0	0.00	11.00	11.50	11.00	11.63	
Item 009 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	1	1	15	3	2	
Percent	0.0	4.5	4.5	68.2	13.6	9.1	68.2
Mean Score	0.0	12.00	10.00	12.40	8.00	10.50	
Item 010 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	2	3	0	17	0	
Percent	0.0	9.1	13.6	0.0	77.3	0.0	77.3
Mean Score	0.0	6.00	10.00	0.0	12.41	0.00	
Item 014 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	15	1	5	1	0	
Percent	0.0	68.2	4.5	22.7	4.5	0.0	68.2
Mean Score	0.0	12.07	9.00	10.00	13.00	0.00	

Table 2 (continued)

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 015 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	1	9	2	9	1	
Percent	0.0	4.5	40.9	9.1	40.9	4.5	40.9
Mean Score	0.0	14.00	11.11	11.05	12.44	5.00	
Item 017 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	0	2	3	17	0	
Percent	0.0	0.0	9.1	13.6	77.3	0.0	77.3
Mean Score	0.0	0.00	7.00	11.00	12.12	0.00	
Item 023 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	8	2	9	1	1	
Percent	0.0	36.4	9.1	40.9	4.5	4.5	36.4
Mean Score	0.0	11.88	11.50	11.67	7.00	10.00	
Item 024 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	0	0	21	0	1	
Percent	0.0	0.0	0.0	95.5	0.0	4.5	95.5
Mean Score	0.0	0.00	0.00	11.57	0.00	10.00	
Item 025 (Test Book Section 03)							
	Omit	A	B*	C	D	E	Inst
# Responding	0	3	11	1	5	2	
Percent	0.0	13.6	50.0	4.5	22.7	9.1	50.0
Mean Score	0.0	12.00	12.00	12.00	12.40	8.50	
Item 028 (Test Book Section 03)							
	Omit	A	B	C	D*	E	Inst
# Responding	0	6	2	2	9	3	
Percent	0.0	27.3	9.1	9.1	40.9	13.6	40.9
Mean Score	0.0	11.50	8.50	10.00	11.89	13.33	
Item 030 (Test Book Section 03)							
	Omit	A	B	C	D	E*	Inst
# Responding	0	0	1	0	0	21	
Percent	0.0	0.0	4.5	0.0	0.0	95.5	95.5
Mean Score	0.0	0.00	7.00	0.00	0.00	11.71	
Item 031 (Test Book Section 03)							
	Omit	A*	B	C	D	E	Inst
# Responding	0	21	0	0	0	1	
Percent	0.0	95.5	0.0	0.0	0.0	4.5	95.5
Mean Score	0.0	11.62	0.0	0.0	0.0	9.00	

Table 2 (continued)

Fine Arts - Visual Stimuli							Percent Correct By Group
Item 032 (Test Book Section 03)							
	Omit	A	B	C*	D	E	Inst
# Responding	0	0.0	6	11	4	1	
Percent	0.0	0.0	27.3	50.0	18.2	4.5	50.0
Mean Score	0.0	0.0	10.67	13.09	8.25	12.00	
Item 033 (Test Book Section 03)							
	Omit	A	B*	C	D	E	Inst
# Responding	0	3	11	2	6	0	
Percent	0.0	13.6	50.0	9.1	27.3	0.0	50.0
Mean Score	0.0	13.33	12.55	11.00	8.83	0.0	

Major Category Score Summary

			-----By Group-----
			Inst
Fine Arts - Visual Stimuli			
	Mean Test Score		11.50
17 Items	Number of Examinees		22

*denotes item answer

Table 3

Fine Arts - Visual Stimuli

Item No.	Exp. Group % Correct	Control % Correct	Difference %
001	90.9	91.8	-.9
002	77.3	80.8	-3.5
006	63.6	83.6	-20.0
007	72.7	61.6	11.1
009	68.2	61.6	6.6
010	77.3	61.6	15.7
014	68.2	61.6	6.6
015	40.9	63.0	-22.1
017	77.3	53.4	23.9
023	36.4	47.9	-11.5
024	95.5	91.8	3.7
025	50.0	34.2	15.8
028	40.9	63.0	-22.1
030	95.5	76.7	18.8
031	95.5	78.1	17.4
032	50.0	50.7	-.7
033	50.0	50.7	-.7

38.1

Calculations:

$$1. \quad \bar{d} = \sum d_j / n = 38.1 / 17 = 2.24, \text{ where } d_j = y_{1j} - y_{2j}, \\ j = 1, 2, \dots, 17$$

$$2. \quad s_d^2 = (\sum d_j^2 - n\bar{d}^2) / (n-1) = 14.55$$

$$3. \quad s_{\bar{d}} = \sqrt{s_d^2 / n} = s_d / \sqrt{n} = 14.55 / \sqrt{17} = 3.53$$

$$4. \quad t = (\bar{d} - 0) / s_{\bar{d}} = 2.24 / 3.53 = 0.63 \text{ with } 16 \text{ d. f.}$$

The standard deviation on an item-by-item response basis is 14.55. The standard deviation of the mean of the difference is calculated by dividing the standard deviation value by the square root of the number of items. This calculation yields a result of 3.53. A paired t-test was utilized to test for significance at the 0.05 level of confidence with the expectation of the difference being equal to zero. The mean of the difference, divided by the standard deviation of the mean of the difference, yields 0.63 with sixteen degrees of freedom. The design for the paired t-test is exemplified in Statistical Methods by Snedecor and Cochran (1980).

CHAPTER FIVE

Findings and Conclusions

An analysis of the data revealed that $t = 0.63$. Since 0.63 is less than 2.12, the sample evidence leads to the acceptance of the null hypothesis that the difference is not at a significant level of 0.05. It is concluded that there is no difference in the ability of examinees shown visual stimuli in Fine Arts prior to the Core Battery Test to identify art items between the control and the experimental groups.

In conversations with experimental group examinees after the treatments and the Core Battery Test, examinees expressed an appreciation for having experienced the treatment which many indicated having been beneficial. Perhaps this treatment is a reason that all items were given responses.

Reliability of the NTE scores for the Core Battery has not been established. The Specialty Area tests have a different standard error of measurement for each of the two editions that exist, except in the areas of agriculture and German, which have one. The usual standard error of measurement for the Specialty Area tests is twenty points. This means that if an examinee achieves a score of 500 on

one test, he is likely to score between 480 and 520 on subsequent test administrations.

Validity of the examination relates to the content of teacher education programs. First, recognized authorities in each field served to devise test specifications or content outlines. Second, several states have conducted studies correlating scores of the NTE and the curricula of colleges in their respective states. Third, studies have been conducted showing the relationship between select colleges and the NTE (NTE, 1982).

General Observations

1. More examinees registered to take the NTE at the Nicholls test center than at any other previous test period.
2. An equal number of examinees registered during the late registration period as had examinees who registered during the regular period.
3. ETS had to make decisions on how to evaluate the Communication Skills Test which is not a machine-scored test.
4. An observation in regard to the experimental group examinees is that they gave a response to all seventeen items. The control group had an omission in eight of seventeen items. Since there was no penalty formula for incorrect responses, it was to the advantage of all examinees to guess at answers if in doubt.
5. Technology has entered the test registration area with Educational Testing Service. Two states, New York and California, have introduced Tele-Tron Centers for admission tickets up to ten days prior to a Core Battery Test or a Specialty Area Test.

Many changes in the NTE format occurred in 1982. It was the most massive restructuring of the Test since 1942. Clearly, the trend among the states is to accept the usage of the NTE as a valuable standard for comparison.

Recommendations

1. This study should be repeated at other rurally-located universities.
2. A larger and more diverse sample of subjects should be used.
3. Alternative audio-visual formats might be utilized.
4. As editions of the Core Battery become available, an analysis of the Fine Arts section could be conducted to determine if the artist-title format is the most appropriate art reproduction for selection.
5. The treatment was given late in the day (6:00 p.m.); other time periods might be more suitable to increase retention.
6. Comprehension might be increased if descriptive data about the art slides were included. This might include items such as style, technique, medium, and period.
7. Time periods other than fifteen seconds per art slide might be investigated.
8. Additional treatments on an individual basis might be included to increase retention.

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APPENDIX A

	ARTIST	TITLE
1.	David	NAPOLEON
2.	Murillo	IMMACULATE CONCEPTION
3.	Guardi	VENICE GRAND CANAL
4.	Homer	THE COMING STORM
5.	El Greco	THE VIRGIN
6.	El Greco	CHRIST
7.	Wood	AMERICAN GOTHIC
8.	Stuart	GEORGE WASHINGTON
9.	Dyck	MARCHESA
10.	Renoir	GIRL
11.	Renoir	MOULIN DE LA GALETTE
12.	Rubens	ASSUMPTION
13.	Modigliana	BLUE EYES
14.	Modigliana	GYPSY
15.	Eakins	RACING
16.	Savage	WASHINGTON FAMILY
17.	Degas	BALLET CLASS
18.	Millet	THE ANGELUS
19.	Van Gogh	SELF-PORTRAIT
20.	Van Gogh	STARRY NIGHT
21.	Leys	AESOP'S FABLE
22.	Rousseau	THE WATERFALL
23.	Rousseau	JUNGLE SCENE
24.	Manet	GARE
25.	Cimabue	MADONNA

APPENDIX B

	ARTIST	TITLE
26.	Raphael	SCHOOL
27.	Raphael	ALBA MADONNA
28.	Weyden	LADY
29.	Barberini	ANNUNCIATION
30.	Carracci	VENUS
31.	Tintoretta	PAUL
32.	Rembrandt	SELF-PORTRAIT
33.	Rembrandt	NIGHTWATCH
34.	Rembrandt	MILL
35.	Rembrandt	PORTRAIT OF A LADY WITH AN OSTRICH FEATHER FAN
36.	Bellini	FEAST
37.	Fra Angelico	MADONNA
38.	Titian	VENUS
39.	Titian	DOGE
40.	Titian	POPE PAUL II
41.	Botticelli	ADORATION
42.	Botticelli	ADORATION OF THE MAGI
43.	Veronese	MOSES
44.	Paolo	ANNUNCIATION
45.	Giorgione	ADORATION
46.	Tiepolo	DAPHNE
47.	Picasso	FAMILY OF THE SALTIMBANQUES
48.	Picasso	LA VIE
49.	Delacroix	CHILD
50.	Daumier	THIRD CLASS CARRIAGE

APPENDIX C

ARTIST	TITLE
51. Gauguin	WOMEN OF TAHITI
52. Goya	VIC GUYE
53. Goya	BULLFIGHT
54. Gainsborough	THE BLUE BOY
55. Lawrence	PINKIE
56. Velasquez	MAN
57. Velasquez	POPE
58. Clouet	DIANE
59. Poussin	HOLY FAMILY
60. Champagne	TALON
61. Lancret	CAMARGO
62. Claude	LANDSCAPE
63. Chardin	CARDS
64. Holbein	EDWARDS
65. Turner	VENICE
66. Turner	TERRACE
67. Leonardo	MONA LISA
68. Leonardo	LAST SUPPER
69. Ryder	SIEGFRIED AND THE RHINE MAIDENS
70. Sargent	MRS. ENDINGTON
71. Henri	CATHERINE
72. Bellows	MEMBERS
73. Bellows	TENEMENT
74. Reynolds	CAROLINE
75. Copley	HOWE

APPENDIX D

ARTIST	TITLE
76. Cezanne	STILL LIFE
77. Cezanne	HOUSE
78. Courbet	GIRL
79. Monet	ROUEN CATHEDRAL
80. Monet	MME. MONET
81. Monet	VENICE
82. Stubbs	COL. POCK
83. Ingres	POPE PIUS VII
84. Ingres	MME. MOIT
85. Pissarro	AVENUE
86. Manet	MUSICIAN
87. Lautrec	QUADRILLE
88. Cassett	YOUNG GIRL
89. Sully	LADY & HARP
90. Trumbull	HAMILTON
91. West	SELF-PORTRAIT
92. Innes	VALLEY
93. Morse	PORTRAIT
94. Constable	PARK
95. Romney	MISS WILL
96. Carot	VOLTERRA
97. Carot	AGOSTINA
98. Luini	WOMAN
99. Ricci	MEMORIAL
100. Canaletto	SQUARE (Venice)

VITA

Rita Claudet was born in Louisiana. She was educated in Louisiana elementary and secondary schools. Her academic education was obtained in New York and Louisiana schools with her graduate work being at Louisiana State University.

She has served as a library and computer consultant and has experience in printing. At present she owns and operates a computer and word processing center in Louisiana.

EXAMINATION AND THESIS REPORT

Candidate: Rita Claudet

Major Field: Education

Title of Thesis: THE EFFECT OF VIEWING ART SLIDES ON TEACHER ACHIEVEMENT SCORES

Approved:

Pauline M. Rankin
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May 3, 1983